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[EAGER](http://www.nsf.gov/pubs/2014/nsf14056/nsf14056.jsp?WT.mc_id=USNSF_25&WT.mc_ev=click) Talk.

Budget: latitude?

[Regional Information Center](http://www.oms.nysed.gov/medicaid/contacts/ric_contacts.html) (RIC) for Scoring and amalgamating data.

Item Difficulty: Would generate true item difficulties, where the weaknesses. WASH (?) Analysis. Best student is the one who gets tough.

* Most of the funds should be allocated to teachers for: collecting data, teaching, summer salary for our people.
* Socio-scientific issues: [SUNY 4E grant](https://portal.rfsuny.org/portal/page/portal/The%20Research%20Foundation%20of%20SUNY/home/info_researchers_administrators/networks_of_excellence/suny4e)
* Food variety and quality and local food production for poor neighborhoods
* Impact of socio-scientific approach to teaching STEM content
* NGSS: [Next Generation Science Standards](http://www.nextgenscience.org/)
* [C3 College Career and Civic Life Framework](http://www.socialstudies.org/c3)\where they crossover
* Inquiry to be generated from C3
* Scientific and engineering processes for study and where social and scientific meet.
* Check Budget requirements
  + Stipend and support teachers doing the work
  + [Randy Hohle](http://www.fredonia.edu/department/sociology/sociology/faculty.asp) in Sociology to assist with his urban gardens research
  + 4E Team to be part of this
    - use their stuff as a launching pad for the EAGER
* Scaffolding
  + 4E
  + EAGER
  + Proof of concept
  + To NSF to assess the impact of this type of approach
* More Social Studies into the Concept
* Will Allen: [Growing Power](http://www.growingpower.org/) is his Org. MacArthur Award
  + His daughter if [Power Chicago](http://www.growingpower.org/chicago_projects.htm)
  + National Impact on urban ag.
  + Food desert data/poverty data/Hohle
* EAGER: Place based (2020 Grant: Taking care of lakes)
  + **Impact on student understanding of socio-scientific issues**. Impact on student learning when taught using a socio-scientific approach. Energy, Climate, Food.
  + Determine the districts: Jamestown, Brockton and Dunkirk
  + Look at impact of place-based, socio-scientifically based, how do we measure the impact or use of these issues Hohle
  + Hohle on Socio
  + Mike on Science
  + **Broad: socio scientific** 
    - Water national implications
    - Ag/food: Randy on urban ag, and the impact of changing climate for our region. We’re moving to North Carolina. Cherries, grapes, apples all affected. Warmer winters will affect crops.
    - Energy: Natural Gas: do we really understand our region?
    - Genetically modified foods.
    - Allen:
      * Dunkirk is a Food Desert: Tops and Walmart are not a walk.
      * Walkability study with Chuck Cornell
      * Country Fairs have fresh food: Variety, quantity. But most processed food
      * Farmers markets: two a week relates to acceptable levels of access: Measure the impact. How many kids know these exist?
      * Healthy eating: kids ask what their eating.
    - Empowerment
      * [Habitats for Humanity](http://www.habitatchaut.org/)
        + Build a model home for energy efficiency with larger NSF grant
        + Can pass ownership onto somebody
      * Partner with City of Dunkirk
      * [Land Bank](http://www.planningchautauqua.com/?q=content/chautauqua-county-land-bank) house and make it a model home
      * Gardens not being torn up
        + Neighborhood garden projects in [Jamestown](http://jamestownrenaissance.org/) Renaissance Corp: Pete Lombardi
      * Buffalo took abandoned houses and used them for chickens. Raise chicks and pass em on. Eggs and
      * This is down the road stuff
    - Janet Forbes on impact of the gardens on healthy eating, family, being involved, and pride they took in it, neighbors, St. Susan’s received extra produce. Now on her own, Mike can bring her in to help on the program. Community garden behind JCC north, Brooks Hospital doing local food.
    - [Gebbie](http://www.gebbie.org/) did a documentary on garden project: Local food, Walt somebody into schools.
    - Shorelines:
    - Woodlots and proper management: 40% of the biomass in NYS. [Elmwood ash borer. National Grid](https://www.nationalgridus.com/non_html/Bug_Infestation_09-2009.pdf) fear of trees coming down on power lines.
    - Citizen science project on a naturally occurring ground wasp that eats the ash borer that is the invasive species. <http://www.maine.gov/dacf/mfs/forest_health/insects/helpfulwasps_cerceris_fumipennis.htm>
  + JCC: [Mary Kay Szwejbka](http://www.sunyjcc.edu/facultystaff/dr-mary-kay-szwejbka): resources from two science centers. Extension of the 4E moving forward.
  + [TAH Model](http://www.tdhah.com/): for teachers
    - Buying access to [Science Magazine data bases](http://www.sciencemag.org/cgi/collection/nw_databases?display=summary) to add to the libraries.
    - **Science/social studies pair teaching each other and learning at the same time.**
    - Teaching controversial issues:
      * Not the science
      * Fracking
      * Civics
  + Look at the [Library of Congress Science Grant](http://tpsjamestown.wikispaces.com/)
  + Conference on teaching socio-scientific methods: [WSTCSS](http://wstcss.org/)
  + Bring the faculty of the two campuses together.
* [WNY Stem Hub](http://fingerlakesstem.wordpress.com/2014/01/23/first-meeting-of-the-wny-stem-hub/) included: Alfred and JCC need more involvement.
  + Alfred St. does green building.
* C3: College Career and Civics: History, physics, economics, policy, geography are linked together for outcomes. NYS used these to develop the common core SS standards,
* Qualitative. (Geography for Life).
* Common Core linked to Next generation Science Standards, and The C3 Framework.
* [MSDS](http://www.msdsxchange.com/english/index.cfm) will get you in the right quality.
  + - * [Chautauqua County Land Bank Corporation](http://www.planningchautauqua.com/?q=content/chautauqua-county-land-bank)
    - [GREATer Jamestown Jobs](https://www.facebook.com/GreaterJamestownJobs)
    - [Jamestown Up Close](http://www.jamestownupclose.com/)
    - [Creating Healthy Places](http://www.cchn.net/initiatives/CreatingHealthyPlaces/tabid/431/Default.aspx)
    - [Western Regional Economic Development Council](http://regionalcouncils.ny.gov/content/western-new-york)
    - [Southern Tier West](http://www.jamestownupclose.com/)

### nd Toolkits

* [Neighborhood Toolkit (Rochester, MN, Neighborhood Resource Center)](http://www.rneighbors.org/?page_id=2069)
* [Community Resource Guide—Funding Sources (Neighborhood Preservation Coalition of New York State)](http://www.npcnys.org/resourceguide.php)
* [Starting a Neighborhood Watch (National Crime Prevention Council)](http://www.ncpc.org/cms-upload/ncpc/File/nwstart.pdf)
* [How to Start a Community Garden (American Community Gardening Association)](http://communitygarden.org/learn/starting-a-community-garden.php)
* [Caring for Urban Trees (TreePeople.org)](http://www.treepeople.org/chapter-7-its-not-easy-being-green-caring-urban-trees)
* [A Pattern Book for Syracuse Neighborhoods](http://www.homehq.org/pdf/SyrPatternBook.pdf) [(City of Syracuse, featuring vernacular architecture similar to Jamestown)](http://chhist.org/resourcecenter/preservetoc.htm)
* [Preserving and Maintaining the Older Home (Chestnut Hill Historical Society)](http://chhist.org/resourcecenter/preservetoc.htm)